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ABSTRACT

An analysis of the student and teacher attitude questionnaires revealed a strong difference between teachers and students in their experiences with Virginia Beach 45-15 program where students attend classes 45 days and break 15 days year round. Teachers were almost in total support of the benefits and advantages of 45-15. Students were more ambivalent. There was disagreement between teachers and students concerning the amount of time teachers had to spend reviewing material after each three week vacation. Teachers thought 45-15 decreased reviewing time but students felt their teachers spent a long time reviewing after each break. There was also disagreement as to whether the frequent vacations increased the students' concentration ability. Students felt the vacations were not helpful while teachers felt they were. A third disagreement was over the multi-age, multi-grade groupings. The students liked being in classes with students older and younger than themselves, but teachers thought the groupings were less than helpful. Finally, teachers and students disagreed on the successfulness of 45-15 in educating students. Teachers thought 45-15 was highly beneficial as compared to the traditional schedule, but students felt they learned no more under 45-15 than they learned in a nine month school. (Author/BJG)

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SURVEY OF STUDENT AND TEACHER ATTITUDES TOWARD THE 45-15 PILOT PROGRAM

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PURPOSE OF THE STUDY

The Office of Research, Planning and Development of the Virginia Beach City Public Schools developed two separate questionnaires to evaluate the attitudes of teachers and students in the 45-15 program to the year-round school schedule. The attitude study is one aspect of a comprehensive pilot program that evaluated academic achievement of students, capital and operational outlay of the school system, and parental and community response to a dramatic change in the public school calendar. The purpose of the present study was to determine the affective perceptions of 45-15 teachers and students toward their novel school experiences so that some descriptive statements could be made about the subjective impact year-round schooling has had on the educational and personal lives of the pilot's student-teacher populations.

RESEARCH PROCEDURES

Subjects and Procedures. The questionnaires were administered to teachers and students in the four 45-15 pilot schools after they had experienced a full year of year-round schooling. All teachers were requested to complete the teacher questionnaire independently. One hundred and forty-four teacher questionnaires were included in the study. Since a survey of the total student population at the four schools would be unwieldly and unnecessary in the data analysis, a sample of students from each of the four schools was drawn. All fourth and sixth grade 45-15 students were administered the questionnaire in their separate classrooms. The

age groups were selected since it was expected that those students would be old enough to respond to a questionnaire in a serious manner. Also, all of the students would have several years of experience with the traditional, nine-month school schedule. Teachers were requested to read the questions aloud as the students read them silently and to explain the meaning of the questions if any were confusing to the students. Nine hundred and seventy-nine student questionnaires were included in the survey.

Materials. Seperate questionnaires were developed to tap teacher and student attitudes. The validity of the questionnaires was measured by asking knowledgeable judges, (school superintendent, assistant superintendents, principals, teachers, and the school public information officer) to evaluate each question for its clarity and relevance. The reliability of the questionnaires was measured by the test-retest method. Both sets of questionnaires were administered to the subjects at four different intervals. Each interval was separated by four weeks. Responses obtained at the different intervals were compared and the reliability coefficient was .87 for the student questionnaire and .84 for the teacher questionnaire.

RESULTS

Student Survey.

Understanding of 45-15 Rationale

Four questions were included in the student attitude survey to determine the students' understanding of the rationale behind the 45-15 program. In general students had a very good knowledge of why

45-15 was instituted and what procedures were being followed in the pilot. The students knew that the plan was a two-year test (Table 1), that it was attempted because it could increase the number of children attending a school (Table 2), and that they did not volunteer to be in the pilot (Table 3). Furthermore, the students understood that they couldn't use their 15-day vacation to return to school for make-up work (Table 4).

Affective Nature of Student Attitude

Students' affective reaction to 45-15 was ambivalent. In only five instances did negative or positive attitudes include as many as 60 percent of the respondants. Although a modest majority of students indicated that they liked school (Table 5), they were less than definitive in their attitude toward 45-15. When asked directly if they liked 45-15, the students showed an even split between those who liked the program and those who did not (Table 6). It could be said that the twelve-month experience with year-round school was less than successful in winning the students' support. Only 23 percent of the students responded that they liked it when they initially heard they would be going to year-round school. After a year's experience with the program, the students with a positive attitude increased by just 13 percent since only 36 percent responded that they would choose to continue to go to a 45-15 school rather than to a school with a more traditional schedule (Tables 7 and 8).

An analysis of some area in which it was hoped the 45-15 schedule was going to be beneficial to students might indicate why students were so ambiguous in their attitude toward year-round school. One aspect of the program which was hoped to be an educational aid was the fre-

TABLE 1

SCHOOL	YES	NO	DON'T KNOW	NO RESPONSE	TOTAL*
Holland	57.4	14.8	26.9	.9	100
Plaza	62.9	12.4	24.7	.0	100
Windsor Oaks	63.0	6.6	30.4	.0	100
Windsor Woods	71.3	8.5	19.9	.3	100
Average	64.6	10.5	24.6	.3	

Table 1 -- Statement to which response was given: "The 45-15 program is a test by the School Board lasting for two years."

Data presented by percent of each school responding in each category.

*Note: Column percentages were calculated by computer. There are some small discrepencies due to program design.

TABLE 2

SCHOOL	YES	NO	DON'T KNOW	NO RESPONSE	TOTAL
Holland	46.3	20.8	32.4	.5	100
Plaza	60.6	14.3	25.1	.0	100
Windsor Oaks	60.8	13.3	26.0	.0	100
Windsor Woods	74.9	7.6	17.5	.0	100
Average	62.3	13.3	24.3	.1	

Table 2 -- Statement to which response was given: "The 45-15 program was started because it could increase the number of children attending each school".

Data presented by percent of each school responding in each category.

TABLE 3

SCHOOL	YES	NO	DON'T KNOW	NO RESPONSE	TOTAL
Holland	25.9	50.0	23.1	.9	100
Plaza	18.7	57.0	24.3	.0	100
Windsor Oaks	9.4	69.6	21.0	.0	100
Windsor Woods	20.2	67.4	12.4	.0	100
Average	19.1	61.3	19.4	.2	

Table 3 --- Statement to which response was given: "All students in the 45-15 program volunteered to attend the year-round schools".

Data presented by percent of each school responding in each category.

SCHOOL	YES	NO	DON'T KNOW	NO RESPONSE	TOTAL
Holland	32.4	43.1	23.6	.9	100
Plaza	25.9	45.0	28.3	.8	100
Windsor Oaks	27.6	39.8	32.6	.0	100
Windsor Woods	32.3	40.8	26.6	.3	100
Average	29.8	42.2	27.5	.5	

Table 4 -- Statement to which response was given: "Students can return to school during their 15-day vacation cycles for make-up work".

Data presented by percent of each school responding in each category.

TABLE 5

SCHOOL	YES	NO	DON'T KNOW	NO RESPONSE	TOTAL
Holland	64.8	31.9	2.3	.9	100
Plaza	45.8	44.2	9.6	.4	100
Windsor Oaks	60.2	33.7	6.1	.0	100
Windsor Woods	51.4	41.1	7.3	.3	100
Average	54.5	38.5	6.5	.4	

Table 5 -- Statement to which response was given: "Do you like going to school?".

Data presented by percent of each school responding in each category.

TABLE 6

SCHOOL	YES	NO	DON'T KNOW	NO RESPONSE	TOTAL
Holland	48.1	44.4	6.5	.9	100
Plaza	41.0	51.8	7.2	.0	100
Windsor Oaks	47.0	44.2	8.8	.0	100
Windsor Woods	45.6	44.4	10.0	.0	100
Average	45.3	46.3	8.3	.2	

Table 6 -- Statement to which response was given: "Do you like 45-15?".

Data presented by percent of each school responding in each category.

TABLE 7

SCHOOL	YES	NO	DON'T KNOW	NO RESPONSE	TOTAL
Holland	25.0	69.4	5.1	.5	100
Plaza	19.5	69.7	10.0	.8	100
Windsor Oaks	23.2	72.9	3.9	.0	100
Windsor Woods	25.1	67.7	6.6	.6	100
Average	23.3	69.6	6.6	.5	

Table 7 -- Statement to which response was given: "Did you like it when you heard you would be going to a year-round school?".

Data presented by percent of each school responding in each category.

TABLE 8

SCHOOL	YES	NO	DON'T KNOW	NO RESPONSE	TOTAL
Holland	42.1	47.2	9.7	.9	100
Plaza	27.9	57.4	14.3	.4	100
Windsor Oaks	39.2	50.3	10.3	.0	100
Windsor Woods	36.6	52.0	11.2	.3	100
Average	36.1	52.0	11.5	.4	

Table 8 --- Statement to which response was given: "Would you want to go to a 45-15 school again next year if you could choose between 45-15 and the September to June schedule?".

Data presented by percent of each school responding in each category.

quent three-week vacations given to the students. Students were evenly divided in their vacation preference. Forty-seven and three tenths (47.3) percent preferred the frequent short vacations as opposed to forty-seven and seven tenths (47.7) percent who preferred the lengthy summer vacation (Table 9). On the positive side, fifty-three (53) percent thought the frequent vacations kept them from getting tired of school and sixty-nine (69) percent indicated that after their vacations they remembered the material they learned before their break (Tables 10 and 11). But as far as the students were concerned, there were also some negative effects of the frequent vacations. More students than not thought their teachers spent a long time after each of the four vacations going over material they previously learned and they did not think the frequent vacations were helpful to them in concentrating on their school work (Tables 12 and 13).

A second aspect of 45-15 that was expected to be benefical was the multi-grade groupings. Students tended to approve of the plan. Fifty-nine (59) percent indicated they liked being in classes with older or younger students (Table 14).

A third aspect of the 45-15 program which was of great concern to the school administration was the effect of year-round school on the students' personal life. Again the positive effects seemed to equal the negative effects. On the positive side, sixty-six and six tenths (66.6) percent of the students found that 45-15 allowed them to participate in Scouts and after-school sports, music and dancing lessons. Sixty-one and five tenths (61.5) percent found that 45-15 allowed them to use the public library as often as they liked. Fifty-two and six tenths (52.6) percent were able to schedule vacation trips with their family on the 45-15 schedule. But

TABLE 9

SCHOOL	YES	NO	DON'T KNOW	NO RESPONSE	TOTAL
Holland	47.7	45.4	6.0	.9	100
Plaza	43.4	51.8	4.8	.0	100
Windsor Oaks	50.3	44.8	4.4	.6	100
Windsor Woods	48.3	47.7	3.3	.6	100
Average	47.3	47.7	4.5	.5	

Table 9 --- Statement to which response was given: "Do you like having 4 three-week vacations during the year instead of one long vacation in the summer?".

Data presented by percent of each school responding in each category.

TABLE 10

SCHOOL	YES	NO	DON'T KNOW	NO RESPONSE	TOTAL
Holland	56.5	39.8	3.7	.0	100
Plaza	52.2	38.2	9.6	.0	100
Windsor Oaks	54.1	39.2	6.1	.6	100
Windsor Woods	51.1	42.3	6.6	.0	100
Average	53.1	40.1	6.6	.1	

Table 10 --- Statement to which response was given: "Do the three-week vacations keep you from getting tired of school?".

Data presented by percent of each school responding in each category.

TABLE 11

SCHOOL	YES	NO	DON'T KNOW	NO RESPONSE	TOTAL
Holland	66.7	23.6	8.8	.9	100
Plaza	61.4	29.5	9.2	.0	100
Windsor Oaks	63.0	27.6	9.4	.0	100
Windsor Woods	79.8	14.8	5.1	.3	100
Average	69.1	22.9	7.8	.3	

Table 11 --- Statement to which response was given: "When you return to school from your vacation, do you remember the material you learned before your break?".

Data presented by percent of each school responding in each category.

TABLE 12

SCHOOL	YES	NO	DON'T KNOW	NO RESPONSE	TOTAL
Holland	43.5	34.7	21.3	.5	100
Plaza	35.9	36.3	27.5	.4	100
Windsor Oaks	43.6	30.4	26.0	.0	100
Windsor Woods	55.3	35.0	9.7	.0	100
Average	45.6	34.4	19.8	.2	

Table 12 -- Statement to which response was given: "Does your teacher spend a long time after each vacation going over things you have had before?".

Data presented by percent of each school responding in each category.

TABLE 13

SCHOOL	YES	NO	DON'T KNOW	NO RESPONSE	TOTAL
Holland	38.9	46.3	13.9	.9	100
Plaza	37.5	50.2	12.0	.4	100
Windsor Oaks	33.1	50.8	16.0	.0	100
Windsor Woods	43.5	42.6	13.3	.6	100
Average	39.0	46.9	13.6	.5	

Table 13 --- Statement to which response was given: "Do you think having vacations so often helps you concentrate on your school work?".

Data presented by percent of each school responding in each category.

TABLE 14

SCHOOL	YES	NO	DON'T KNOW	NO RESPONSE	TOTAL
Holland	56.0	36.1	6.5	1.4	100
Plaza	60.2	34.3	5.2	.4	100
Windsor Oaks	68.5	24.9	6.6	.0	100
Windsor Woods	55.9	40.2	3.9	.0	100
Average	59.3	34.9	5.3	.4	

Table 14 --- Statement to which response was given: "Do you like being in classes with students who are both older and younger than you?".

Data presented by percent of each school responding in each category.

negative effects occurred too. Fifty-one and seven tenths (51.7) percent were not able to use the school library as often as they wanted. Fifty-seven and seven tenths (57.7) percent were not able to do the "things they liked". Seventy-eight (78) percent did not like to go to school in the summer. (Tables 15, 16, 17, 18, 19 and 20).

Perhaps a most important discovery was the fact that more students than not felt they were not learning any more under the 45-15 program than they did under the traditional school schedule (Table 21).

TABLE 15

SCHOOL	YES	NO	DON'T KNOW	NO RESPONSE	TOTAL
Holland	67.1	16.2	15.7	.9	100
Plaza	59.0	20.3	20.7	.0	100
Windsor Oaks	67.4	16.6	15.5	.6	100
Windsor Woods	71.6	17.8	10.0	.6	100
Average	66.6	17.9	15.0	.5	

Table 15 -- Statement to which response was given: "Does the 45-15 program allow you to take part in special programs such as Scouts, after-school sports, or music and dancing lessons?"

Data presented by percent of each school responding in each category.

TABLE 16

SCHOOL	YES	NO	DON'T KNOW	NO RESPONSE	TOTAL
Holland	50.9	28.7	20.4	.0	100
Plaza	48.6	30.3	19.9	1.2	100
Windsor Oaks	67.4	17.1	14.9	.6	100
Windsor Woods	74.9	16.9	7.6	.6	100
Average	61.5	23.0	14.9	.6	

Table 16 -- Statement to which response was given: Does the 45-15 program allow you to use the public library as often as you like?

Data presented by percent of each school responding in each category.

TABLE 17

SCHOOL	YES	NO	DON'T KNOW	NO RESPONSE	TOTAL
Holland	57.4	35.6	5.1	1.9	100
Plaza	46.2	45.0	8.4	.4	100
Windsor Oaks	51.4	42.0	6.6	.0	100
Windsor Woods	55.0	39.9	4.5	.6	100
Average	52.6	40.7	6.0	.7	

Table 17 -- Statement to which response was given: "Does the 45-15 vacation schedule allow your family to take vacation trips together?"

Data presented by percent of each school responding in each category.

TABLE 18

SCHOOL	YES	NO	DON'T KNOW	NO RESPONSE	TOTAL
Holland	47.7	42.6	9.7	.0	100
Plaza	21.9	64.5	12.7	.8	100
Windsor Oaks	34.8	47.5	17.7	.0	100
Windsor Woods	36.3	50.2	12.7	.9	100
Average	34.8	51.7	13.0	.5	

Table 18 -- Statement to which response was given: "Does the 45-15 program allow you to use the school library as often as you like?"

Data presented by percent of each school responding in each category.

TABLE 19

SCHOOL	YES	NO	DON'T KNOW	NO RESPONSE	TOTAL
Holland	34.7	55.6	9.7	.0	100
Plaza	30.3	59.4	8.8	1.6	100
Windsor Oaks	34.3	55.2	9.9	.6	100
Windsor Woods	33.8	59.2	6.6	.3	100
Average	33.2	57.7	8.5	.6	

Table 19 -- Statement to which response was given: "Does going to school year-round allow you to do the things you like?"

Data presented by percent of each school responding in each category.

TABLE 20

SCHOOL	YES	NO	DON'T KNOW	NO RESPONSE	TOTAL
Holland	16.2	78.2	5.1	.5	100
Plaza	12.4	82.9	3.6	1.2	100
Windsor Oaks	18.8	77.3	3.3	.6	100
Windsor Woods	20.5	74.6	4.5	.3	100
Average	17.2	78.0	4.2	.6	

Table 20 -- Statement to which response was given: Do you like going to school in the summer?"

Data presented by percent of each school responding in each category.

TABLE 21

SCHOOL	YES	NO	DON'T KNOW	NO RESPONSE	TOTAL
Holland	36.1	46.3	15.7	1.9	100
Plaza	36.7	46.2	16.7	.4	100
Windsor Oaks	37.0	39.8	20.4	2.8	100
Windsor Woods	38.1	47.4	14.2	.3	100
Average	37.1	45.5	16.3	1.1	

Table 21 -- Statement to which response was given: "Do you think the 45-15 program helps you learn more material than you learned under the regular September to June school year?"

Data presented by percent of each school responding in each category.

Teacher Survey.

Affective Nature of Teacher Attitude

The attitudes of 45-15 teachers toward the year-round school schedule were found to be overwhelmingly positive. Sixty-five (65) percent of the teachers indicated that their attitude was positive when they learned the 45-15 program was going to be tried in Virginia Beach Schools. Eighty-six (86) percent liked teaching in the 45-15 program at the time they answered the questionnaire and at least sixty-seven (67) percent would like to continue to teach in a 45-15 school beyond the pilot-testing phase even if funds were available to building additional classrooms (See Questions 1, 2, 19, and 20).

Nature of Teacher Attitude Toward
Educational Benefits of 45-15 Program

To determine why teachers were so supportive of the 45-15 program several areas relative to teaching were analyzed. By and large, teachers indicated that year-round schools had positive advantages in educating children. As compared to the traditional nine-month schedule, the 45-15 program was judged as improving student learning in language arts, arthmetic, social studies and science and increasing student attention span (See Questions 4 and 7). The three-week vacations were also viewed as beneficial to students and teachers in terms of decreasing teacher and student fatigue, decreasing review time after vacation breaks, and facilitating teacher and student performance (See Questions 5 and 6).

Roughly, seventy-six (76) percent of the teachers felt positive toward 45-15 when considering the availability of teaching materials and the accessibility of library services and other community resources to students (See Questions 14 and 15).

One of the very few aspects of 45-15 that received a negative or a more neutral reception from the teachers was the consideration of additional tasks the 45-15 situation created for teachers. Teachers tended to be less than positive about the effects of 45-15 when they considered the amount of time required to plan lessons, prepare student report cards and other reports, and to attend conferences. Teachers also indicated that although they were still able to meet family responsibilities under the 45-15 plan, they had less time available to continue their graduate education (See Questions 9, 11, 12, and 13).

Perhaps it might be assumed that the weak point in 45-15 for the teachers and the cause of all their additional work was the multi-age, multi-grade classroom groupings. These groupings were not viewed to be beneficial to the learning performance or behavior of either the younger or older child in the classroom, and they seemed to increase the teacher's time for lesson planning and preparation (See Questions 8 and 10). When compared with other aspects of 45-15 (frequent vacations, availability of teaching materials and students' resources, and student attitudes toward school and learning (See Question 17)), the multi-age, multi-grade groupings were the areas that teachers were negative or uncertain about. But even with the misgivings about the multi-age, multi-grade grouping, almost eighty-three (83) percent of the teachers felt the 45-15 program was successful in educating children (See Question 16).

SUMMARY OF TEACHER ATTITUDE QUESTIONNAIRE

QUESTIONS	PERCENT RESPONDING IN EACH CATEGORY FOR EACH QUESTION						
	Extremely Negative	Moderately Negative	Uncertain	Moderately Positive	Extremely Positive	No Response	Total
1. How did you feel when you learned the 45-15 program would be tested in the Virginia Beach school system?	1.4	3.5	29.9	27.8	37.5	.0	100.00
2. How do you feel about teaching in a 45-15 school?	2.8	6.3	4.2	32.6	53.5	.7	100.00
3. What are your feelings about the degree to which teachers were involved in planning the 45-15 program?	6.3	15.3	40.3	27.1	9.0	2.1	100.00
4. For each of the following curriculum areas, what are your feelings about the effects of the 45-15 program, as compared to the traditional schedule, on improving student learning?							
a) language arts	2.8	8.3	20.8	37.5	25.7	4.9	100.00
b) arithmetic	1.4	4.9	20.1	36.8	27.1	9.7	100.00
c) social studies	2.8	6.3	21.5	40.3	19.4	9.7	100.00
d) science	2.8	7.6	22.9	37.5	20.1	9.0	100.00
5. In comparison to the traditional three-month summer vacation, how do you feel about the effects of the frequent three-week vacations on:							
a) teacher performance	.7	2.8	9.7	25.0	54.2	7.6	100.00
b) teacher fatigue	4.9	12.5	13.9	16.7	41.7	10.4	100.00
c) student learning performance	.7	4.2	11.8	33.3	45.1	4.9	100.00
d) student fatigue	4.2	10.4	8.3	29.2	41.0	6.9	100.00

Summary of Teacher Attitude Questionnaire

	Extremely Negative	Moderately Negative	Uncertain	Moderately Positive	Extremely Positive	No Response	Total
6. How do you feel about the 45-15 program when you consider the time you must spend reviewing material after each three-week vacation?	1.4	8.3	9.0	36.8	39.6	4.9	100.00
7. In comparison with the traditional school schedule, how do you feel about the effects of the 45-15 schedule on student classroom attention span?	1.4	4.2	13.9	45.1	31.9	3.5	100.00
8. How do you feel about the effects of the multi-age, multi-grade class grouping on:							
a) student learning performance for the younger child	13.9	20.1	25.0	26.4	10.4	4.2	100.00
b) student learning performance for the older child	4.9	19.4	27.8	35.4	9.7	2.8	100.00
c) student behavior of the younger child	7.6	20.1	18.8	35.4	13.2	4.9	100.00
d) student behavior of the older child	6.9	21.5	23.6	36.8	6.9	4.2	100.00
9. In comparison with the traditional school schedule, how do you feel about the effects of the 45-15 schedule on the amount of time the teacher spends on lesson planning and preparation?	9.0	19.4	17.4	35.4	16.0	2.8	100.00
10. In comparison with the traditional school schedule, how do you feel about the effects of the multi-grade grouping on teacher lesson planning and preparation?	16.0	33.3	17.4	19.4	8.3	5.6	100.00

Summary of Teacher Attitude Questionnaire

	Extremely Negative	Moderately Negative	Uncertain	Moderately Positive	Extremely Positive	No Response	Total
11. In comparison with the traditional school schedule, how do you feel about the effects of the 45-15 program on your ability to meet personal or family responsibilities?	2.1	11.8	12.5	41.0	28.5	4.2	100.00
12. In comparison with the traditional school schedule, how do you feel about the effects of the 45-15 program on the availability of time for teachers to continue their graduate education?	19.4	34.7	21.5	12.5	7.6	4.2	100.00
13. In comparison with the traditional school schedule, how do you feel about the effects of the 45-15 program on the availability of time for teachers to perform activities such as:							
a) preparing student report cards and other reports	9.0	25.0	7.6	41.0	13.9	3.5	100.00
b) attending professional conferences	4.2	18.1	22.9	39.6	11.1	4.2	100.00
c) scheduling conferences with students	2.8	16.7	9.7	47.9	19.4	3.5	100.00
d) scheduling conferences with parents	4.9	10.4	7.6	52.1	21.5	3.5	100.00
14. In comparison with the traditional school schedule, how do you feel about the effects of the 45-15 program on the availability of teaching materials?	4.2	13.9	.7	45.8	31.9	3.5	100.00

Summary of Teacher Attitude Questionnaire

	Extremely Negative	Moderately Negative	Uncertain	Moderately Positive	Extremely Positive	No Response	Total
15. In comparison with the traditional school schedule, how do you feel about the effects of the 45-15 program on the accessibility of library services and other community resources to students who need the resources year-round?	.7	6.3	10.4	46.5	32.6	3.5	100.00
16. What are your views about the successfulness of the 45-15 program in terms of educating children?	.7	4.9	10.4	40.3	42.4	1.4	100.00
17. In what way do you think the 45-15 program has affected student attitudes toward:							
a) school	.0	12.5	18.1	54.2	15.3	12.5	100.00
b) learning	.0	7.6	16.7	56.3	19.4	7.6	100.00
18. In what way do you think the 45-15 program has affected community attitude toward:							
a) school	2.8	18.1	37.5	36.1	3.5	2.1	100.00
b) learning	1.4	11.1	39.6	39.6	6.3	2.1	100.00
19. How do you feel about continuing the 45-15 program beyond the pilot-testing phase?	3.5	9.7	11.8	23.6	50.0	1.4	100.00
20. How would you feel about continuing the 45-15 program beyond the pilot-testing phase if you learned that funds were available to build more classrooms?	11.1	10.4	11.1	21.5	45.1	.7	100.00

DISCUSSION

An analysis of the student and teacher attitude questionnaires revealed a strong difference between teachers and students in their experiences with the 45-15 program. Teachers were almost in total support of the benefits and advantages of 45-15. Students were more ambivalent. There was disagreement between teachers and students concerning the amount of time teachers had to spend reviewing material after each three week vacation. Teachers thought 45-15 decreased reviewing time but students felt their teachers spent a long time reviewing after each break. There was also disagreement as to whether the frequent vacations increased the students' concentration ability. Students felt the vacations were not helpful while teachers felt they were. A third disagreement was over the multi-age, multi-grade groupings. The students liked being in classes with students older and younger than themselves, but teachers thought the groupings were less than helpful. Finally, teachers and students disagreed on the successfulness of 45-15 in educating students. Teachers thought 45-15 was highly beneficial as compared to the traditional schedule, but students felt they learned no more under 45-15 than they learned in a nine month school.

A possible reason for the attitudinal differences could be due to the fact that teachers volunteered to participate in the 45-15 program while students did not. According to the cognitive dissonance theory (Festinger, 1964), once an individual commits himself to a course of action, he would be unlikely to find any fault with his decision. Individuals do not like to admit they made a mistake. The teachers, by

volunteering to work in 45-15, committed themselves to a course of action. By disliking the program, they would be admitting they made an error. Their strong support of 45-15 concurs with the expectations of cognitive dissonance.

When the School Board and School Administration make their decisions concerning the continuation of the 45-15 program in Virginia Beach Schools, they must consider whether the 45-15 plan met its objectives. A review of the attitudes of the individuals most directly affected by the program (teachers, students, parents), of course, evaluates the success of meeting the objectives in a highly subjective way. In the present study, students and teachers appraised 45-15 on the basis of their own experiences, prejudices and special interests. Teachers and students responded differently to the beneficial effects of 45-15. Teachers felt the pilot experience met the desired objectives; students did not. Even recognizing that the attitudes are not objective, the School Board must be concerned about the fact that students did not like 45-15 and did not feel the pilot successfully created all the educational benefits that were hoped for. It would be disconcerting to find that two of the basic components of 45-15 (the multi-grade, multi-age classroom groupings and the frequent short vacations) were viewed by either the teachers or the students as distracting. Yet, the teachers objected to the multi-groupings and the students were bothered by the frequent vacations. Furthermore, students found that many aspects of their personal life were altered by their new school schedule. The question of the successfulness of 45-15 in the eyes of the people most affected by the program is ambiguous.

If the theory of cognitive dissonance can be used to explain the acceptance of 45-15 by teachers who volunteered to participate in the program, will future teachers who are not volunteers rate 45-15 in the same manner as these pilot teachers or in the same manner as these pilot students who also did not volunteer to participate in the program?

REFERENCES

Festinger, Leon. Conflict, Decision and Dissonance. Stanford, California: Stanford University Press, 1964.

SOME ADDITIONAL

TABLES OF INTEREST

TABLE 22

SCHOOL	YES	NO	DON'T KNOW	NO RESPONSE	TOTAL
Holland	35.6	38.9	25.0	.5	100
Plaza	37.5	37.5	25.1	.0	100
Windsor Oaks	34.8	28.7	35.9	.6	100
Windsor Woods	40.8	40.5	18.7	.0	100
Average	37.7	37.2	24.9	.2	

Table 22 -- Statement to which response was given: "Do you think going to a year-round school affects how students in your classroom behave?"

Data presented by percent of each school responding in each category.

TABLE 23

SCHOOL	YES	NO	DON'T KNOW	NO RESPONSE	TOTAL
Hollard	36.6	37.5	23.1	2.8	100
Plaza	33.1	37.1	27.5	2.4	100
Windsor Oaks	29.8	34.3	35.4	.6	100
Windsor Woods	44.1	33.5	21.8	.6	100
Average	37.0	35.4	26.0	1.5	

Table 23 -- Statement to which response was given: "Do you think going to a year-round school affects how students in your school behave?"

Data presented by percent of each school responding in each category.

TABLE 24

SCHOOL	YES	NO	DON'T KNOW	NO RESPONSE	TOTAL
Holland	42.1	7.4	49.5	.9	100
Plaza	33.9	10.0	53.8	2.4	100
Windsor Oaks	33.7	6.1	60.2	.0	100
Windsor Woods	13.3	6.9	78.9	.9	100
Average	28.7	7.7	62.5	1.1	

Table 24 -- Statement to which response was given: "Does your teacher like the 45-15 program?"

Data presented by percent of each school responding in each category.

TABLE 25

SCHOOL	YES	NO	DON'T KNOW	NO RESPONSE	TOTAL
Holland	44.9	38.9	11.6	4.6	100
Plaza	33.1	44.6	20.7	1.6	100
Windsor Oaks	45.9	39.8	13.3	1.1	100
Windsor Woods	45.0	37.2	17.8	.0	100
Average	42.1	39.9	16.3	1.6	100

Table 25 -- Statement to which response was given: "Do your mother and father like the [illegible]-15 program?"

Data presented by percent of each school responding in each category.